

POLICE/SHERIFF'S DEPARTMENT		RULES AND REGULATIONS	
SUBJECT: Career Development		NUMBER: 1-12	
EFFECTIVE DATE: July 1, 1999		REVIEW DATE:	
AMENDS/SUPERSEDES: RR 1-12, January 1988		APPROVED: _____ Chief of Police/Sheriff	
CALEA STANDARDS: 1.3.11, 32.2, 33.1-.7		VLEPSC STANDARDS: PER.05.01-05.04	

NOTE

This order is for internal use only, and does not enlarge an officer's civil or criminal liability in any way. It should not be construed as the creation of a higher standard of safety or care in an evidentiary sense, with respect to third-party claims. Violations of this directive, if proven, can only form the basis of a complaint by this department, and then only in a non-judicial administrative setting.

INDEX WORDS

Career development
Counseling
FBI; attendance at the National Academy
In-service training
Instructors
Lesson plans
National Academy (FBI)
Promotion
Training
Transfer

I. POLICY

The department encourages employees to seek opportunities to develop their knowledge, skills, and abilities. Although all officers must attend a basic academy and periodic in-service training, the department tries to arrange participation in specialized or advanced training. Training has often been cited as one of the most important responsibilities in any law-enforcement agency. Training serves three broad purposes. First, well-trained officers are generally better prepared to act decisively and correctly in a broad spectrum of situations. Second, training results in greater productivity and effectiveness. Third, it fosters cooperation and unity of purpose. Furthermore, agencies are now being held legally accountable for the actions of their personnel and for failing to provide initial or remedial training. The department recognizes the importance of training and is committed to

providing the best training available to all personnel. Promotions are based on performance, longevity, and the growth of skills through training and experience. Although in a small department promotion opportunities are rare, the department promotion process is fair and equitable.

II. PURPOSE

To establish guidelines for career development of employees to include training and promotions.

III. PROCEDURES

A. Responsibilities of the chief of police/sheriff

1. Annually, the chief of police/sheriff will meet with each employee for career counseling. This counseling shall occur at the same time as the employee's annual performance evaluation. The counseling shall include an examination of:
 - a. The employee's performance record.
 - b. A review of training programs applicable to the employee's duties.
2. The chief/sheriff shall ensure that at least one department employee:
 - a. Achieves and maintains certification as a firearms instructor.
 - b. Receives advanced instruction in evidence collection techniques.
3. All officers shall maintain current Red Cross First Aid/cardiopulmonary resuscitation certifications.
4. The chief/sheriff shall ensure the availability of a trained armorer, either through training a department employee or contracting with an armorer in another jurisdiction. The armorer shall inspect all firearms and ammunition at least every six months for safety, reliability, and ability. The armorer shall also repair broken or malfunctioning weapons. See RR 1-18 for details.
5. The chief of police/sheriff shall ensure that any employee, upon receiving a promotion or a new assignment, attend relevant training as soon as practicable.

[Note: Some agencies have developed voluntary career-development programs whereby a counselor helps employees determine their career goals and outline steps for achieving them. The Virginia Beach Police Department has a career

development plan. Quoting from a Virginia Beach Police order, here is an overview of their Career Development Plan:

"The Career Development Program is a voluntary program designed to enhance the proficiency, performance and professional status of members of the Virginia Beach Police Department. It is a comprehensive program which includes career counseling, training, education, and performance standards.

"The Career Development Program has two major components. The first is the system of Career Paths, in which the participant selects the area of the police profession he most wishes to pursue and, with the assistance of a Career Counselor, strives to develop his ability and expertise in that area. The Career Paths shall consist of Patrol, Investigative, and Technical, each of which allows for participation in the promotional process.

"The second component is the system of Career Advancement Levels, in which the participant progressively increases his overall level of job performance, education, and professionalism. Advancement levels are renewable yearly, and renewal is dependent upon the participant's level of performance for the previous twelve months.

"The Career Advancement Levels are reached by the completion of specific criteria . . . and consist of three levels beyond entry-level police officer. Advancement will be contingent upon the recommendation of the Career Advancement Board and the approval of the Chief of Police."

B. Promotions

1. When a vacancy exists for the position of sergeant or investigator, the chief/sheriff shall post an advertisement of the position for two weeks. During that time, officers may request--either orally or in writing--consideration for the advertised position.
2. The chief/sheriff shall arrange an oral board to interview applicants for promotion. The chief/sheriff **may** arrange a board to consider applicants for a new assignment. The promotions board shall consist of the chief of police/sheriff, town manager, and a sergeant or above from the Department of State Police or nearby agency.
 - a. The board shall review the applicant's performance, training, and disciplinary records.
 - b. The board shall agree on interview questions and render them consistent and standard for all applicants. The interview questions shall examine general job knowledge, dependability, quantity and

quality of work, cooperation, *esprit d'corps*, public relations, leadership, report writing ability, physical fitness, and additional skills acquired while a member of the department.

- c. The board shall award points to all applicants as follows:
 - (1) Tenure on the department: One point for each year of service.
 - (2) Performance evaluations: If the average score of the overall performance scores on all evaluations is 5, add 10 points. If the average score is 4, add 8 points. If the average is 3, add 5 points.
 - (3) Interview: The board may award a maximum of 10 points.
- d. The board shall rank applicants according to the point system. The chief/sheriff shall select the applicant with the most points, unless the chief/sheriff can explain to the board why the top candidate should not receive promotion or new assignment.
- e. The board's selection process shall be recorded and maintained on file for three years for affirmative action/equal opportunity considerations.
- f. Unsuccessful applicants who wish to grieve the selection process must follow the provisions of RR 1-10.

[Note: Some agencies rely on assessment centers to select and promote managerial personnel. An assessment center is a selection process that simulates actual on-the-job tasks. The candidate performs the tasks under observation and is then evaluated. For an assessment center to work, the agency must have clear job descriptions which delineate the precise tasks to be performed. The assessment center, then, requires the candidate to perform the very tasks that are required of the position, making this form of personnel screening relevant, consistent, and legally defensible. Do not borrow assessment center exercises from other agencies: each agency must carefully tailor the process to its own circumstances.]

C. Transfers

- 1. The chief/sheriff may assign or transfer any employee to a duty assignment that is deemed to be in the best interest of the department.
- 2. Employees who request a transfer shall write a memorandum to the chief/sheriff to that effect.

3. Occasionally, some job assignments require minimum assignment periods so that the department may sufficiently benefit from investments in specialized training or education. Minimum periods of assignment shall be determined by the chief/sheriff and specified in a departmental order. The chief/sheriff reserves the right to establish minimum and maximum terms of service for selected duty assignments he or she deems to be in the best interest of the department.
4. Officers engaged in undercover assignments are subject to rotation after a period of three years, although they may continue to perform investigative work.

IV. TRAINING

A. Attendance

Personnel are expected to attend any assigned training programs. Attendance will be documented either by the instructor, or in cases where the training is at location other than the department, documentation will be furnished by those responsible for the training. There are cases where attendance at a training program may be excused, such as for court appearance or sickness. Any absence must be properly excused by the administrators of the program attended and must comply with directives under which the training program is operated. The time lost must be made up before any certificate of completion is issued. Certificates will be issued to those students who complete any training program. Employees shall provide a copy of any course-completion certificates to the chief/sheriff for inclusion in the employee's personnel file.

B. Expenses

With the exception of paper and pencils or pens, all expenses incurred by department personnel as a result of required training will be reimbursed based on actual expense (receipts must be provided) or in the case of mileage where personnel are required to use their personal vehicles, the rate will be the current town mileage rate.

C. Performance-based training

The Department of Criminal Justice Services requires performance-based basic training. This method of training requires the development of performance objectives. The use of performance objectives acquaints the training participants with the information they are required to know, the skills that must be demonstrated, and the circumstances under which the skills will be used. This approach also enables the instructors to relate training directly to the job performance that will be expected by supervisors. An employee who develops an outline for instruction of a topic must develop objectives which:

1. Focus on the elements of the job-task analysis for which training is needed.
2. Provide clear statements of what is to be learned.
3. Provide the basis for evaluating the participants.
4. Provide the basis for evaluating the effectiveness of the training program.

D. Lesson plans

1. Lesson plans are required for all training courses conducted or sponsored by the department. It is the responsibility of the individual instructor, whether a member of the department or not, to provide the chief/sheriff with a copy of the lesson plan for approval before each class. ***[Note: If the training takes place at a local or regional academy, the chief/sheriff may assume that the academy has a lesson plan on file and can obtain a copy if necessary.]***
2. The lesson plan should include a statement of performance objectives, the content of the training, specification of the appropriate instructional techniques, references, relationships to the job tasks, responsibilities of the participants for the material taught, and plans for evaluation of the participants. The instructional techniques that might be used include:
 - a. Conferences (debate, discussion groups, panels and seminars).
 - b. Field experiences (field trips, interviews, operational experiences and observations).
 - c. Presentations (lectures, lecture-discussion, lecture-demonstration).
 - d. Problem investigations (committee inquiry, critical incidents).
 - e. Simulations (case study, simulation, games, and role-play).

E. Remedial training

Remedial training is directed at solving or curing a particular problem or improving performance in a particular area, within a designated time and with clearly defined, expected results.

1. Remedial training may be assigned as a result of discipline or counseling. See RR 1-7.

F. Training records

1. The chief of police/sheriff shall maintain, in each personnel file, a training record which includes:
 - a. The date of training.
 - b. The type of training received.
 - c. Any certificate received.
 - d. Attendance.
 - e. Scores, if any.
2. The chief/sheriff shall maintain files on all in-house training courses or presentations, including:
 - a. Course content (lesson plans).
 - b. Personnel attending.
 - c. Any performance measures as ascertained through tests or demonstrations.

G. Instructors

1. Instructors for all department training programs shall:
 - a. Have a minimum of two years law-enforcement experience.
 - b. Have completed an instructor's course and be certified as a instructor.
 - c. Possess a demonstrated a skill in an area of instruction.
 - d. Be knowledgeable of teaching theories, methods, and practices and have some knowledge of law-enforcement practices.

[Note: The Criminal Justice Services Board (CJSB) establishes the standards for certifying instructors. Different kinds of instructors are specified in the regulations established by the CJSB and administered through the Department of Criminal Justice Services (DCJS). Contact DCJS to find out about current instructor certification procedures.]

2. Instructors enlisted from outside the department shall be approved by the chief/sheriff. The instructor must have demonstrated skill in his/her area of instruction and comply with requirements for lesson plans as previously stated. Any compensation will be determined by the chief of police/sheriff.

3. Before being allowed to instruct any state-mandated courses at the department, instructors shall receive, at a minimum, training in:
 - a. Lesson plan development.
 - b. Development of performance objectives.
 - c. Instructional techniques.
 - d. Learning theory.
 - e. Testing and evaluation techniques.
 - f. Resources.

[Note: The CJSB-mandated instructor school covers all of these topics. Check with your local or regional academy for further details on the instructor-certification courses.]

4. Normally, officers selected and trained as instructors in a particular subject will be expected to teach it when needed for a minimum of two years.

H. In-service training

All sworn personnel of the department shall, biennially, as required by law, attend a 40-hour in-service school. In-service instruction may include:

1. A review of changes or revisions in the *Code of Virginia*, taught by a commonwealth's attorney or other legally-knowledgeable person.
2. Classes required at the direction of the chief of police/sheriff or regional training academy, such as:
 - a. Supervisory and management training.
 - b. Policies and procedures.
 - c. Any other training as necessary.
3. Firearms training and qualifications every six months.
4. Required training.

I. Civilian personnel

All newly-appointed civilian personnel will receive the following training from the chief/sheriff or his designee:

1. Orientation to the department's role, purpose, goals, policies, and procedures.
2. Working conditions, rules, and regulations.
3. Responsibilities and rights of employees.

J. Advanced education

Employees may seek additional higher education to complement career goals. Expenses incurred may be reimbursable. See Appendix to RR 1-2 for details.

V. FBI NATIONAL ACADEMY

A. The department endorses participation in the specialized training offered by the FBI National Academy. As staffing considerations permit, the department shall nominate an officer with sufficient tenure approximately once every two years.

B. FBI eligibility requirements

1. The officer must have five years of law-enforcement experience full-time with a state, county, or municipal agency.
2. The officer must be at least 25 years old and be in excellent physical condition, capable of participation in rigorous physical exertion. The officer must complete a physical examination.
3. The officer must enjoy a reputation for professional integrity and exhibit excellent character, demonstrate leadership, purpose, and be held in respect by fellow officers.
4. The officer must have at minimum a high school diploma.
5. The officer must agree to remain in law enforcement for at least three years following graduation from the FBI National Academy.

C. Departmental requirements

1. The officer must be not less than four years away from the earliest possible retirement date.
2. The officer must write up to a two-page typewritten essay to explain the value of attending the National Academy to the officer's career, how attendance will aid the department, and how it will benefit the community.

The officer should address his interests in the National Academy in terms of the department's community-oriented policing goals. The chief/sheriff shall review the essay.

3. The officer's four most recent performance evaluations must show above-average performance.
4. The chief/sheriff shall interview the officer and discuss the objectives or ideals as outlined in the essay to help determine whether the officer shall be nominated to attend.